

## **SOUTH MIDDLE**

1551 Billings Drive  
Lancaster, South Carolina 29720

**GRADES** 6-8 Middle School

**ENROLLMENT** 763 Students

**PRINCIPAL** Sheryl H. Wells 803-283-8416

**SUPERINTENDENT** Patricia K. Burns 803-286-6972

**BOARD CHAIR** Robert Folks 803-286-6972

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	27	17	0

#### **IMPROVEMENT RATING:**

**AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Average	No

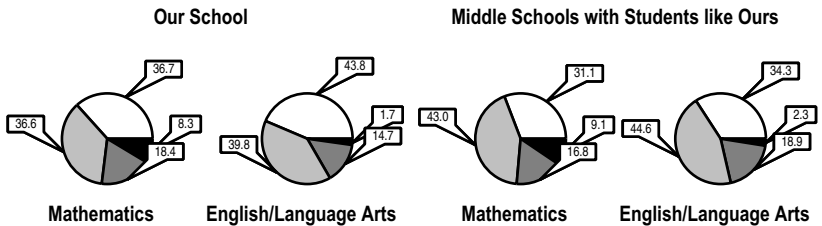
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	767	99.6	42.0	39.4	15.0	3.7	26.2	Yes	Yes
Gender									
Male	418	100.0	46.0	39.3	11.9	2.7	20.6		
Female	349	99.1	37.0	39.4	18.7	4.9	33.0		
Racial/Ethnic Group									
White	393	99.5	30.8	42.4	22.4	4.5	35.3	Yes	Yes
African-American	343	99.7	51.7	37.7	7.5	3.1	17.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	82.1	17.9	0.0	0.0	3.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	696	99.6	40.3	42.0	15.9	1.8	25.9		
Disabled	71	100.0	59.7	11.3	4.8	24.2	29.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	767	99.6	42.0	39.4	15.0	3.7	26.2		
English Proficiency									
Limited English Proficient	24	100.0	95.7	4.3	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	743	99.6	40.2	40.5	15.4	3.8	27.1		
Socio-Economic Status									
Subsidized meals	464	99.6	53.2	36.6	7.5	2.7	15.9	Yes	Yes
Full-pay meals	302	99.7	24.9	43.6	26.3	5.2	41.9		

Mathematics - State Performance Objective = 15.5%									
All Students	767	99.7	34.9	36.2	18.5	10.4	38.6	Yes	Yes
Gender									
Male	418	100.0	38.3	34.8	17.4	9.5	35.8		
Female	349	99.4	30.8	37.8	19.8	11.6	42.1		
Racial/Ethnic Group									
White	393	99.8	23.9	38.1	22.3	15.7	49.9	Yes	Yes
African American	343	99.7	44.5	35.8	14.6	5.0	27.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	75.0	14.3	10.7	0.0	10.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	696	99.7	33.7	38.0	19.3	9.0	38.6		
Disabled	71	100.0	48.4	16.1	9.7	25.8	38.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	767	99.7	34.9	36.2	18.5	10.4	38.6		
English Proficiency									
Limited English Proficient	24	100.0	87.0	8.7	4.3	0.0	4.3	I/S	I/S
Non-Limited English Proficient	743	99.7	33.2	37.1	19.0	10.7	39.7		
Socio-Economic Status									
Subsidized meals	464	99.6	46.1	33.6	14.3	5.9	28.6	Yes	Yes
Full-pay meals	302	100.0	17.9	40.0	24.8	17.2	53.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	298	99.0	53.4	34.7	11.6	0.4	11.9
	Grade 7	232	99.1	47.0	40.9	10.2	1.9	12.1
	Grade 8	280	98.9	48.8	40.8	9.2	1.2	10.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	253	100.0	45.5	31.8	20.2	2.5	22.7
	Grade 7	299	99.0	39.9	45.4	14.1	0.7	14.8
	Grade 8	222	100.0	42.0	48.1	8.0	1.9	9.9

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	298	100.0	39.1	35.1	16.8	9.0	25.8
	Grade 7	232	99.1	44.9	33.8	14.4	6.9	21.3
	Grade 8	280	98.6	43.8	45.4	7.3	3.5	10.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	253	100.0	28.1	35.1	26.9	9.9	36.8
	Grade 7	299	99.3	34.6	39.4	16.1	9.9	26.0
	Grade 8	222	100.0	43.9	42.0	10.4	3.8	14.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 763)				
Students enrolled in high school credit courses (grades 7 & 8)	7.7%	Down from 16.9%	13.4%	14.6%
Retention rate	1.5%	Up from 0.1%	3.7%	3.0%
Attendance rate	95.7%	Up from 95.0%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%		5.9%	5.3%
Eligible for gifted and talented	14.8%	Up from 14.7%	14.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Down from 11.3%	15.1%	13.9%
Older than usual for grade	1.8%	Down from 2.2%	4.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.1%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	46.4%	Up from 41.1%	44.5%	48.7%
Continuing contract teachers	69.6%	Down from 71.4%	82.9%	81.7%
Highly qualified teachers**	89.6%	N/A	93.0%	90.4%
Teachers with emergency or provisional certificates	12.5%		5.2%	5.3%
Teachers returning from previous year	88.4%	Up from 85.9%	84.1%	85.1%
Teacher attendance rate	94.6%	Up from 93.8%	94.9%	94.8%
Average teacher salary	\$39,672	Up 0.4%	\$39,515	\$40,566
Prof. development days/teacher	11.1 days	Up from 9.0 days	11.1 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	21.4 to 1	Down from 23.2 to 1	20.5 to 1	21.3 to 1
Prime instructional time	88.9%	Up from 87.0%	88.9%	89.3%
Dollars spent per pupil*	\$5,194	Up 1.0%	\$5,549	\$5,821
Percent of expenditures for teacher salaries*	67.4%	Down from 68.2%	61.7%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	93.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	92.7%		92.0%	
Highly qualified teachers in high poverty schools**	90.9%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year was a time of growth and change for South Middle School. We strengthened our focus on "Excellence in Academics" as we strove to improve learning opportunities for all students.

As we began the school year, we focused on the SC Curriculum standards. Teachers, with the help of academic coaches, worked diligently to ensure that all standards were covered appropriately and accurately. Our participation in Curriculum Calibration, sponsored by the SC Department of Education, proved that we had made significant gains in accomplishing this goal. We implemented a school-wide reading program into our curriculum. Students received additional reading instruction through the use of Corrective Reading and historical-based novel selections. We focused on our writing skills as students wrote throughout the curriculum. Our math department increased the use of manipulatives in order to foster higher-order thinking skills.

With the help of our PTO and School Improvement Council, we focused on recognizing the achievements of our students. We integrated our Character Education program throughout the year and recognized students who exhibited these traits. We began a morning news show that was aired live daily. We recognized students who had exemplary behavior and students who achieved academically.

South Middle School had much to celebrate this year. 61 students were inducted into the National Junior Honor Society in 2003. We won all divisions in the Lancaster County Science Fair. We won 1st, 2nd, and 3rd places in the 6th and 8th grade DAR essay contests. Our Academic Challenge Team won the county competition and our 6th grade Academic Challenge Team won 2nd place in the state in the Thinking Cap Quiz Bowl. We had 31 students who earned superior ratings at the SCBDA Solo and Ensemble Festival. Our Circus Arts Troop was featured on SCETV.

Our teachers also achieved many honors. We had 2 teachers who earn National Board Certification. We had 8 teachers who wrote and received grants totaling over \$12,000. We also had 13 teachers recognized in the "Celebrate Great Teaching" program sponsored by our district. All of our teachers worked diligently to help make our students successful academically.

As we look forward to the 2004-2005 school year, we plan to continue with our focus on a strong academic program. Working together with the home and community, our goal is for each child to reach his or her highest potential.

Sheryl H. Wells, Principal

Donna Harper, School Improvement Council Chair, 2003-2004

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	62	188	92
Percent satisfied with learning environment	95.1%	76.5%	80.2%
Percent satisfied with social and physical environment	96.6%	76.5%	72.8%
Percent satisfied with home-school relations	86.7%	81.6%	64.0%

\*Only students at the highest middle school grade level at this school and their parents were included.